

Stage 2 GP Educational Supervision

Overview

All GP tutors for the Stage 2 Year 2 GP Longitudinal Placement are Educational Supervisors for Year 2 medical students. This is a role that is integrated with their role as GP Tutors for the Stage 2 GP Longitudinal Placement, and we ensure our tutors are made aware of this when we recruit them. We are explicit with our tutors about their responsibilities in this role and the likely need to develop additional skills for educational supervision alongside their teaching skills; we also advise that we support them to do this.

Training for educational supervision provided by our Stage 2 KUMEC team

- 1) **Compulsory Tutor Induction day for new GP tutors (September)**, with existing tutors also encouraged to attend for updates. Here, we outline the concept of Educational Supervision and what is expected of our tutors. We invite existing tutors to share their experiences with the group.
- 2) **Compulsory GP Tutor Review day (November)**. Here we troubleshoot any issues with Educational Supervision so far and go through the learning portfolio and the standard expected for students to be signed off each term. We clearly set out the tutor's role with regards to the portfolio. We also discuss in groups some interactive case scenarios based on real experiences from our GP tutors to promote peer learning amongst educational supervisors.
- 3) We have run a workshop for our annual KUMEC Teacher Development Conference (June) where we role-play scenarios to support our teachers in educational supervision and explore challenging scenarios based on real experiences.

All tutors have access to our online KUMEC learning platform on KEATS where we have a designated area for tutors with educational supervision resources. They are also free to attend additional courses arranged by our KUMEC teacher development team on supervision, leadership, and managing small groups. We maintain a close relationship with tutors and encourage them to discuss any issues with us, responding within 72 hours or sooner if it is urgent. Our designated KUMEC Stage 2 Liaison and Support Lead also works with tutors through a What's App Group to provide any support if needed and discusses with the wider team. Lastly, we encourage students to take an active role in their learning and work in partnership with their supervisor when it comes to deadlines, attendance and planning their assignments.

One: one meetings

All students must meet with their Educational Supervisor for an initial one:one meeting, and subsequently, for at least four meetings throughout the year, prior to each block sign-off. We have written a discussion guide to facilitate this initial meeting. We suggest that this is arranged during or before/after a teaching clinic, when each student attends for their first clinic. This can also be at another mutually agreed time (e.g. during workshops, or students SDL time). The main areas to discuss in the one: one meetings are:

- 1) pastoral concerns /wellbeing check in
- 2) learning needs
- 3) assessment (portfolio, sign-offs, progress tests, OSCEs)
- 4) learning goals – this can provide a reference for subsequent meetings

Assessing/ Assuring Quality

As part of our KUMEC quality assurance processes, we respond to student concerns regarding supervision within 72 hours, or sooner if it is urgent, and run a Student Support Day in January, where we discuss the quality of teaching and supervision in their general practices. We analyse student evaluation feedback each year and if any issues are noted will provide additional training for GP supervisors after visiting the supervisor at their general practice jointly with our KUMEC teacher development colleagues and, if the issue is serious, by the Director of KUMEC.

Enhanced Educational Supervision

This is a process which provides additional support for students in need. As part of the process of supporting students we work in partnership with the GKT Head of Clinical and Formative Assessment, who provides us with the results that students have achieved in their progress tests. Enhanced Educational Supervision is identified as a process for:

1. Students who have passed but fall within one standard deviation of the mean away from the pass mark.
2. Students who have failed the progress test

The process:

Categories of students:

1. Students who have failed both PT1 and PT2 are seen by GKT Deputy Head of Stage 2.
2. Students who have 'just' passed their progress test with some evidence of improvement from their previous progress test are seen by their GP Educational Supervisor for enhanced supervision. This means a more in-depth discussion into reasons behind suboptimal performance, discussion of revision and exam technique, and more close watching.
3. Students who have failed PT2 and whose performance has fallen (evidenced by drop in standardised mark and more importantly with a more negative z-score) are seen by a member of the KUMEC GP Stage 2 team.

Following the progress test, the GKT Head of Clinical and Formative Assessment, sends a list of student results to the KUMEC GP Stage 2 team, who implement the following plan:

Categories of Students

1. Students who have failed both PT1 and PT2.	2. Students who have 'just' passed their progress test.	3. Students who have failed PT2 and whose performance has fallen.
<p>The list of students is cross-referenced with the KUMEC GP Stage 2 communication log, which identifies students that are already known to the team and let the GKT Deputy Head of Stage 2 know the details.</p> <p>Students are seen by the GKT Deputy Head of Stage 2.</p>	<p>The list of students is cross-referenced with the KUMEC GP Stage 2 communication log, which identifies students that are already known to the team.</p> <p>KUMEC GP Stage 2 team discuss the students and agree a plan to contact the relevant Educational Supervisors (ES).</p>	<p>The list of students is cross-referenced with the KUMEC GP Stage 2 communication log, which identifies students that are already known to the team.</p> <p>KUMEC GP Stage 2 team discuss the students and agree a plan.</p> <p>Students are seen by a member of the KUMEC GP Stage 2 team.</p>
	<p>Email is sent to the ES by the KUMEC administrator, advising the ES to meet their student who falls into this category.</p>	<p>The meetings are documented on an Academic Support Form and filed on KUMEC SharePoint.</p>

	<p>ES will then contact the KUMEC GP Stage 2 team with any concerns.</p> <p>These concerns are followed up by the KUMEC GP Stage 2 Team.</p> <p>The meetings are documented on an Academic Support Form and filed on KUMEC SharePoint.</p>	
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Documentation

An academic support form is completed by the ES and signed with the student. This highlights areas that the student may need to address in terms of study skills and additional support. The form is then returned to the KUMEC GP Stage 2 team. The academic support form is stored electronically as a confidential document on KUMEC SharePoint, adhering to GDPR guidelines.

In addition, students have access to the following support:

- Pastoral / professional support from their personal tutor
- Skills hub resources available on the online learning platform KEATS, which provides help with study skills and anxiety around exams.

Support for GP Tutors and Students

Our KUMEC GP Stage 2 Liaison and Support Lead is in post to provide support to both GP tutors and students on the Stage 2 GP Longitudinal Placement. This involves a process of documenting any concerns that may arise.

GP Tutors:

In addition to the support provided on the GP Tutor days as previously identified, we also deal with other concerns that may arise for Tutors, which include:

- Navigation of KEATS and resources to aid the workshops and teaching
- Managing their workload
- How to manage groups and difficult students
- Looking after themselves and seeking support where needed

Once a GP tutor contacts us, their concern or request is documented and discussed with the Stage 2 KUMEC team. A plan of action is discussed which may include:

- A discussion with the GP Tutor either face to face or over the telephone
- Sending resources to the GP Tutor to help with their teaching
- Visiting the general practice with a member of the KUMEC Teacher Development team and where more serious, by the Director of KUMEC to conduct a pre-arranged peer review session, and to offer advice and support.

Student Support

All students of concern are seen by the KUMEC GP Stage 2 Liaison and Support Lead in the first instance, to establish their needs, and give support and signpost as necessary.

Students are referred to us by their GP Tutors for a variety of reasons including:

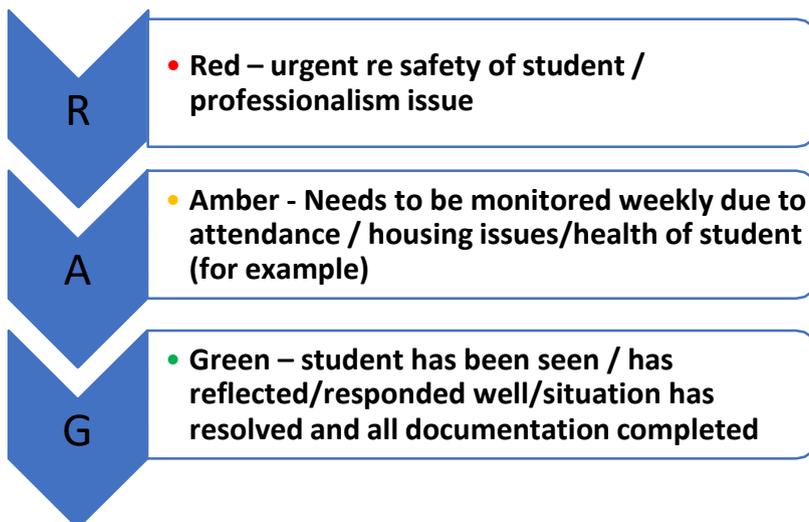
- Issues with attendance and punctuality
- Financial and social issues
- Mental and physical health issues
- Housing issues
- Problems with the course work and assessments
- Professionalism issues around attitude, communication and lack of engagement

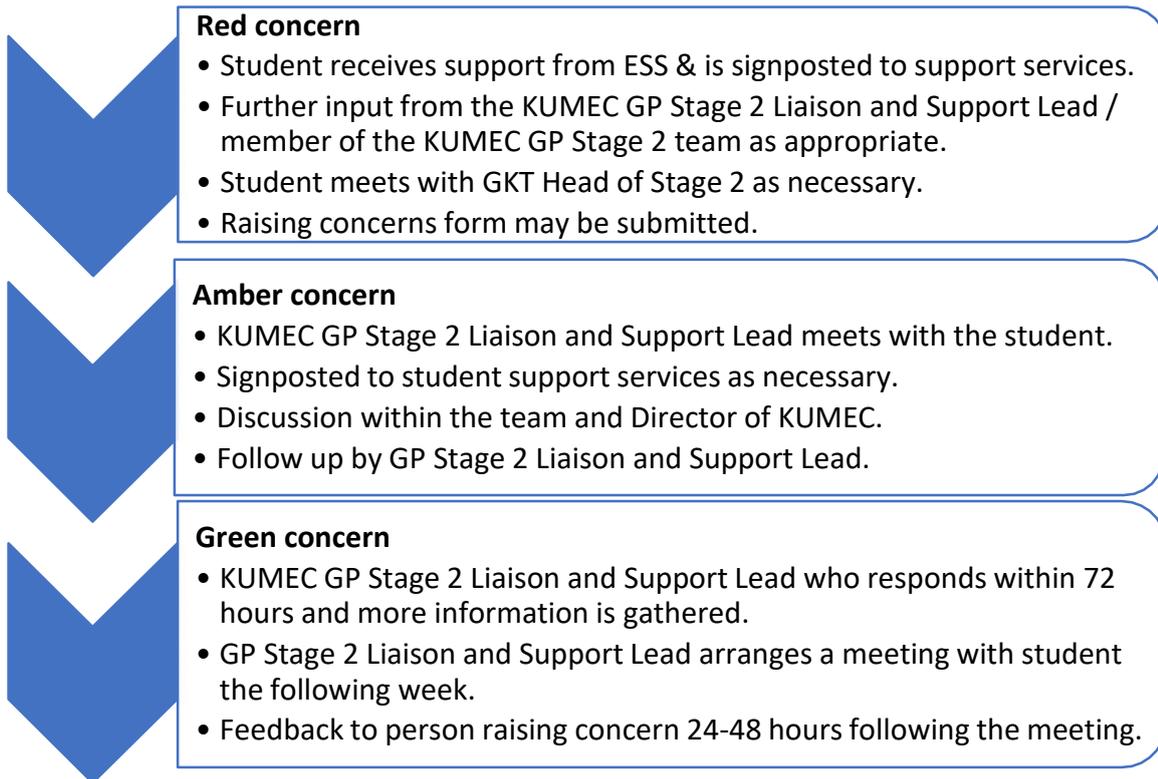
The role of our KUMEC GP Stage 2 Liaison and Support Lead entails:

1. A monthly meeting with the Director of KUMEC who is also the GKT Professionalism Lead to discuss student concerns and monitor progress
2. At the end of the GP Longitudinal Placement a final meeting is held to ensure all students have received the appropriate follow up with plans going forward
3. Completion of the communication log – this is a document which records:
 - All students of concern
 - The name of their tutor
 - The nature and date of the concern

- An action plan
 - Any other professionals involved and their contact details
 - Timelines for follow up and by whom
4. Liaison with Education Student Support Services on a monthly basis and attendance at GKT Student Support meetings every 2-3 months
 5. All students are encouraged to contact the KUMEC Stage 2 Liaison and Support Lead early with any concerns.

Our KUMEC GP Stage 2 Liaison and Support Lead operates a Red/Amber/Green (RAG) system as identified in the diagram below.





The above information is communicated to our GP tutors and students at all events, so they are aware of the process of referral and support.

All contact with GP tutors and students is documented on a communication log which is updated as necessary and stored as confidential information.

Written by Professor Anne Stephenson, Ms Yvonne Batson-Wright, February 19th, 2020.

Updated by Dr Laila Abdullah September 2021